

PERFORMING ARTS

(CIP: 50.0101)

Occupational Skills

The Student demonstrates the specified level of competency in occupational skills:

0	1	2	3	4
No Exposure	Introduced	Practiced	Entry-level	Competency

FUNDAMENTALS OF DANCE

0 1 2 3 4

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- A. Body Alignment**
(Vermont Standards: 5.28, 5.31, 5.32, 5.34, 5.36)

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- B. Movement and Locomotion**
(Vermont Standards: 5.28, 5.31, 5.32, 5.34, 5.36)

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- C. Rhythmic and Kinesthetic Activities**
(Vermont Standards: 5.28, 5.31, 5.32, 5.34, 5.36)

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- D. Aesthetics**
(Vermont Standards: 5.28, 5.31, 5.32, 5.34, 5.36)

SCRIPT INTERPRETATION/BASIC ACTING

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- A. Script Interpretation**
(Vermont Standards: 1.1, 1.7, 1.13, 1.15, 1.16)

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- B. Communication/Critical Thinking Skills**
(Vermont Standards: 1.1, 1.7, 1.13, 1.15, 1.16)

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- C. Performance Skills**
(Vermont Standards: 1.1, 1.7, 1.13, 1.15, 1.16)

INTRODUCTION TO STAGE CRAFT

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- A. The Stage**
(Vermont Standards: 1.21, 5.24, 5.35, 7.18)

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- B. The Production Staff**
(Vermont Standards: 1.21, 5.24, 5.35, 7.18)

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- C. The Theatre Shop Site and Safety Considerations**
(Vermont Standards: 1.21, 5.24, 5.35, 7.18)

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- D. Scenic Design, Tools, and Construction**
(Vermont Standards: 1.21, 5.24, 5.35, 7.18)

00000 E. **Lighting Design and Tools**
(Vermont Standards: 1.21, 5.24, 5.35, 7.18)

00000 F. **Costume Design**
(Vermont Standards: 1.21, 5.24, 5.35, 7.18)

APPRECIATION OF THE PERFORMING ARTS

00000 A. **The Interrelationship of the Arts in "Romeo and Juliet"**
(Vermont Standards: 1.14, 1.16, 5.25, 5.26)

00000 B. **History of "Romeo and Juliet"**
(Vermont Standards: 1.14, 1.16, 5.25, 5.26)

00000 C. **"Romeo and Juliet" Aesthetics and/or Appreciation**
(Vermont Standards: 1.14, 1.16, 5.25, 5.26)

HEALTH FOR THE PERFORMING ARTS

00000 A. **Anatomy: Structure and Function**
(Vermont Standards: 3.1, 3.5, 3.6, 3.7)

00000 B. **Nutrition**
(Vermont Standards: 3.1, 3.5, 3.6, 3.7)

00000 C. **Physical Activity**
(Vermont Standards: 3.1, 3.5, 3.6, 3.7)

00000 D. **Personal Safety/Health**
(Vermont Standards: 3.1, 3.5, 3.6, 3.7)

00000 E. **Mental Health**
(Vermont Standards: 3.1, 3.5, 3.6, 3.7)

00000 F. **Drug and Alcohol Awareness**
(Vermont Standards: 3.1, 3.5, 3.6, 3.7)

BALLET (Dance Majors)

00000 A. **Body Alignment and Movement**
(Vermont Standards: 2.9, 3.1, 5.34, 5.36)

00000 B. **Aesthetics (Advanced Technique and Appreciation)**
(Vermont Standards: 2.9, 3.1, 5.34, 5.36)

MODERN DANCE (Dance Majors)

00000 A. **Technique/Body Alignment and Movement**
(Vermont Standards: 2.9, 3.1, 5.34, 5.36)

00000 B. **Rhythm and Locomotion**
(Vermont Standards: 2.9, 3.1, 5.34, 5.36)

00000 C. **Aesthetics**
(Vermont Standards: 2.9, 3.1, 5.34, 5.36)

ACTING WORKSHOPS (Acting Majors)

00000 A. **The Voice**
(Vermont Standards: 1.15, 2.9, 3.1, 5.33, 5.36)

00000 B. **The Body**
(Vermont Standards: 1.15, 2.9, 3.1, 5.33, 5.36)

00000 C. **The Stage**
(Vermont Standards: 1.15, 2.9, 3.1, 5.33, 5.36)

00000 D. **The Script**
(Vermont Standards: 1.15, 2.9, 3.1, 5.33, 5.36)

STAGECRAFT — DESIGN AND THE SCRIPT

00000 A. **The Design Process/Production**
(Vermont Standards: 1.1, 1.15, 1.16, 5.24, 7.18)

00000 B. **The Design Process/The Script**
(Vermont Standards: 1.1, 1.15, 1.16, 5.24, 7.18)

00000 C. **Set Design/The Process**
(Vermont Standards: 1.1, 1.15, 1.16, 5.24, 7.18)

00000 D. **Other Areas of Design**
(Vermont Standards: 1.1, 1.15, 1.16, 5.24, 7.18)

DIRECTIONS

Evaluate the student by checking the appropriate box to indicate the degree of Competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:

- 0 No exposure**
- 1 Introduced-** the student has been exposed through non participatory instruction (e.g. lecture, demonstration, field trip, video).
- 2 Practiced-** the student can perform the task with direct supervision.
- 3 Entry-Level Competency-** the student can perform the task with limited supervision and/or does not perform the task to standard (a typical entry-level performance expectation).
- 4 Competency-** the student consistently performs task to standard with no supervision (on at least two occasions or at instructor's option).

PERFORMING ARTS

GENERAL SKILLS

FUNDAMENTALS OF DANCE

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A. Body Alignment

- *A. 001 Perform a planned, teacher-directed sequence of warm-up exercises, utilizing proper stretching, strengthening, breathing, alignment, and centering techniques.
- *A.002 Demonstrate isolation exercises, showing awareness of how body parts function both interdependently and independently as a result of in-class study with the teacher, reading, and note taking in the required text, and an in-class demonstration test.
- *A.003 Demonstrate knowledge of own body and the warm-up process by developing an individualized warm-up, explaining it to the teacher, and writing about the process and the discoveries of the exercise.
- *A.004 Display a concerned attitude and critical appreciation towards the safety of self and others in movement situations both in and out of the studio.

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B. Movement and Locomotion

- *B.001 Demonstrate basic comprehension of alignment and kinesiology by movement through space in the studio using basic steps (walk, hop, skip, jump, fall, roll, standing up from a fall, leap, turn, ...), accomplished with relative ease and freedom from tension.
- *B.002 Create and perform a variety of dance movements utilizing basic forms of locomotion in combination with shapes, alignment, and rhythm, teaching the movements, to class to demonstrate clear knowledge of them.

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C. Rhythmic and Kinesthetic Activities

- *C.001 Demonstrate movement to a variety of different rhythmic patterns in varying combinations both solo and in sync with others.
- *C.002 Show the use of appropriate body parts to move through space with varying levels of intensity and resistance, the satisfaction of the observing teacher.
- *C.003 Demonstrate the use of space in movement by creating variations of movement while retaining a body shape, to the satisfaction of the observing teacher.

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D. Aesthetics

- *D.001 Demonstrate the ability to use movement to reflect the changes in mood or feelings in a musical/sound composition, moving through three (3) distinct emotional states.
- *D.002 Demonstrate how spatial design is developed and used in dance (the exploration of time, space, and energy) by performing movements with one or more persons to show dance relationships.
- *D.003 Demonstrate the basic understanding of classical ballet positions and movements and their application in everyday life by performing a simple adagio combination across the floor with grace and ease, both in ballet and in more relaxed movement form.
- *D.004 Demonstrate the basic understanding of the concept of giving and taking weight by catching, carrying, and bearing the weight of another, and giving weight without tension to another.
- *D.005 View a performance by a professional dance company and write a critique of the performance, utilizing the knowledge and terminology learned in class and the text.
- *D.006 Participate in class discussions voluntarily and demonstrate the responsibility to take on individual projects without being asked by the instructor.

SCRIPT INTERPRETATION/BASIC ACTING

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E. Script Interpretation

- *E.001 Demonstrate knowledge of various periods in modern social history in terms of political events, styles of dress, the role of women, styles in art, music, literature, entertainment, and other aspects of society.
- *E.002 Demonstrate knowledge of how to research a period through oral presentations of independently researched findings about the items in *E.001.
- *E.003 Demonstrate knowledge of how to use the information in *E.002 to interpret plays for acting by examining plays from different eras in-group discussions and through the preparation of papers.
- *E.004 Demonstrate knowledge of how to interpret the title, names of characters, set designs, and other information gathered in group discussions about various periods of play writing.
- *E.005 Demonstrate knowledge of how to apply character interpretation to character creation through written interpretation of a character from a play.

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F. Communication/Critical Thinking Skills

- *F.001 Demonstrate an increased awareness of the communication process through written and oral communication skills (speaking, writing, listening, ...) in small and large group settings.
- *F.002 Demonstrate improvement in personal study skills through successful completion of written and oral assignments involving reading, research, note taking, and presentations.
- *F.003 Demonstrate critical thinking skills through successful completion of assignments involving knowledge of literal, interpretive, critical, and creative levels.

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G. Performance Skills

- *G.001 Demonstrate knowledge of the connection between the interpretation of a play and its performance potential from the actor's point of view.
- *G.002 Demonstrate knowledge of the connection between the page, the interpretation of a play and its performance potential through preparation and performance of a scene.
- *G.003 Demonstrate knowledge of proper breathing and relaxation techniques (i.e., relaxation, concentration, diaphragmatic breathing, sound production, and articulation exercises).
- *G.004 Demonstrate a basic awareness of individual speech patterns and speech development processes.
- *G.005 Demonstrate knowledge of basic acting techniques and concepts through participation in acting exercises.
- *G.006 Demonstrate knowledge of focus and concentration as they apply to rehearsal and scene study through the preparation and presentation of short scenes.
- *G.007 Demonstrate knowledge of how to be spontaneous and truthful on stage through improvisational work.
- *G.008 Demonstrate the ability to work with a group through improvisational theater games and group exercises.

INTRODUCTION TO STAGE CRAFT

- 00000 H. The Stage**
 *H.001 Demonstrate knowledge of the physical stage, the general production spaces, the permanent stage structures and equipment through written and design activities (labeling stage areas, acting areas, curtains, and other features).
- 00000 I. The Production Staff**
 *I.001 Demonstrate knowledge of the organization of the production staff to include the responsibilities and contributions of all personnel.
 *I.002 Demonstrate knowledge of the responsibilities of scene shop personnel, including the importance of and reasons behind production schedules, shop layout, and basic procedures.
- 00000 J. The Theatre Shop Site and Safety Considerations**
 *J.001 Demonstrate knowledge of the basics of shop safety and procedures regarding equipment, health hazards, and basic precautions.
 *J.002 Identify and explain the proper use of machinery, hand tools, and hardware involved in basic stagecraft.
- 00000 K. Scenic Design, Tools, and Construction**
 *K.001 Identify the basic materials (lumber, fabrics, adhesives, metals, and plastics) used in set construction.
 *K.002 Identify the basic elements employed in soft scenery (drapes, drops, cycs, fabrics, materials, scrims, ...) and the construction of soft scenic goods.
 *K.003 Demonstrate applied knowledge of basic construction techniques involved with flats and platforms.
 *K.004 Demonstrate applied knowledge of basic carpentry techniques (wood, joints, measuring, and standard framing practices).
 *K.005 Demonstrate how to read basic shop drawings (design and construction blueprints and standard theatrical drafting conventions).
 *K.006 Demonstrate applied knowledge of the basic concepts of scene painting (i.e., basic materials, tools, and techniques).
- 00000 L. Lighting Design and Tools**
 *L.001 Identify the instruments used for stage lighting.
 *L.002 Demonstrate reading a light plot.
- 00000 M. Costume Design**
 *M.001 Demonstrate the formation of a costume plot, including styles, fabrics, and color.
 *M.002 Identify the basic procedures for costume construction.
 *M.003 Demonstrate the basic elements of make-up application.

APPRECIATION OF THE PERFORMING ARTS

- 00000 N. The Interrelationship of the Arts in Romeo and Juliet**
 *N.001 Demonstrate knowledge of the interrelationships of the arts (theatre, dance, and music) through the history and development of the Romeo and Juliet story by successful participation in written activities identifying the major forms of Romeo and Juliet.
 *N.002 Demonstrate knowledge of how each of the arts is represented in Romeo and Juliet by successful participation in activities which investigate how each of the major art forms is integral to each of the forms of Romeo and Juliet.
 *N.003 Demonstrate knowledge of each of the forms of Romeo and Juliet by identifying the specific theatrical, dance, or musical needs of each.

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O. History of Romeo and Juliet

- *O.001 Demonstrate knowledge of the chronological development of the Romeo and Juliet story as an art form by successful completion of written assignments which require identification of the original date of production of each of the versions of Romeo and Juliet.
- *O.002 Demonstrate knowledge of the basis of the Romeo and Juliet story by successfully completing research activities which investigate the sources which Shakespeare used for his play.

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P. Romeo and Juliet Aesthetics and/or Appreciation

- *P.001 Demonstrate knowledge of the unique characteristics of each of the forms of Romeo and Juliet by successfully completing written, oral, and listening activities which explore each form of the story as a representative of its own art form.
- *P.002 Demonstrate knowledge of the basic sensory, technical, and expressive qualities of each of the forms of Romeo and Juliet.
- *P.003 Identify the basic processes and/or tools required to produce each form of Romeo and Juliet through identification of their artistic needs.
- *P.004 Demonstrate knowledge of the aesthetic criteria used in evaluating theatrical and dance production through successful completion of applied and written assignments.
- *P.005 Demonstrate knowledge of the various kinds of careers in the performing arts by identifying those careers as they are noted in the various productions of Romeo and Juliet studied.

HEALTH FOR THE PERFORMING ARTS

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Q. Anatomy: Structure and Function

- *Q.001 Demonstrate knowledge of the physical development, structure, and function of the human body by identifying parts of the body and their functions.
- *Q.002 Demonstrate knowledge of the interrelationships of the major body systems by analyzing how the body moves and develops.

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R. Nutrition

- *R.001 Demonstrate knowledge of the principles of proper nutrition by describing /analyzing the physical, mental, emotional, social, and economic factors which can affect a person's eating habits.
- *R.002 Demonstrate knowledge of the need for proper nutrition by preparing diet and menu plans indicative of a healthy lifestyle.
- *R.003 Demonstrate knowledge of how food affects an individual psychologically as well as physiologically by analyzing the need for an assertive approach to following a healthy diet.
- *R.004 Demonstrate knowledge of the nutrient value of food by planning menus for a healthy diet based on label information.
- *R.005 Demonstrate knowledge of how to lose/gain weight sensibly and successfully by developing a sound personal nutrition plan.
- *R.006 Demonstrate knowledge of those circumstances which would require professional intervention by analyzing current statistics on eating disorders and by identifying area resources for counseling.

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S. Physical Activity

- *S.001 Demonstrate knowledge of the importance of regular exercise by analyzing the various physiological and psychological benefits that dance as an exercise can provide.
- *S.002 Demonstrate knowledge of the need for exercise as a lifelong endeavor by developing a personal short and long-range plan for physical fitness.
- *S.003 Demonstrate knowledge of the principles of kinesiology as they relate to strength and endurance for the performing artist by analyzing pictures of the body in motion and by charting one's own physical improvement.

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T. Personal Safety/Health

- *T.001 Demonstrate knowledge of the fundamentals of first aid through successful participation in hand/on workshops.

- *T.002 Demonstrate knowledge of the fundamentals of personal safety (particularly in the performing arts) by analyzing various situations and sites for potential hazards as well as precautions which a performer should take.
- *T.003 Demonstrate knowledge of proper procedures for the prevention and treatment of performance-related injuries by evaluating the policies and the practices of several professional troupes and performers and by successfully participating in lecture/demonstrations with experts in this field.
- *T.004 Demonstrate knowledge of the control and prevention of both communicable and non-communicable diseases by successful participation in activities to identify these diseases, their control or cure, and their impact on society.
- *T.005 Demonstrate knowledge of the impact of some diseases on society by describing ways to prepare for and cope with death.
- *T.006 Demonstrate knowledge of the impact that various diseases have on society by analyzing the delicate balance between individual rights and the health of the community.
- *T.007 Demonstrate knowledge of the impact of disease on society by analyzing the ways in which various agencies (i.e., governmental, health, social) deal with disease.

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U. Mental Health

- *U.001 Demonstrate knowledge of several techniques for efficient management of emotional issues by successful participation in workshops utilizing various relaxation techniques.
- *U.002 Demonstrate knowledge of the importance of positive self-concept development by analyzing the physical and emotional strains of a life in the performing arts and developing personal strategies for coping with these.

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V. Drug and Alcohol Awareness

- *V.001 Demonstrate knowledge of the necessity for a drug-free lifestyle if an individual/performer is to reach his/her creative potential.
- *V.002 Analyze the reasons why people use drugs.
- *V.003 Demonstrate ways to refuse drugs.
- *V.004 Evaluate the reasons for misuse of alcohol and other drugs by peers and adults.
- *V.005 Demonstrate an awareness of personal values and goals as they pertain to decisions regarding substance use/abuse.
- *V.006 Demonstrate an understanding of the skills needed to build close, trusting relationships.
- *V.007 Analyze the role of parents in the prevention of alcohol and other drug abuse.
- *V.008 Demonstrate the ability to question assertively anyone's recommending or prescribing drugs and the ability to ask to alternatives to their use.
- *V.009 Demonstrate techniques for supporting in their decision not to drink or use other drugs.
- *V.010 Analyze how individual responsibility and decisions determine a person's use/misuse/abuse of alcohol and/or other drugs.

BALLET (dance majors)

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W. Body Alignment and Movement

- *W.001 Demonstrate knowledge of the importance of and purpose of sequential barre exercises through successful completion of prescribed activities.
- *W.002 Demonstrate knowledge of the importance of good placement, proper alignment, and techniques for injury prevention through successful completion of prescribed activities (barre, center work, and combination work).
- *W.003 Demonstrate knowledge of the importance of proper alignment by concentrating on proper form in center work (adagio), emphasizing port de bras, developpe, arabesque, and coordination of arms with steps.
- *W.004 Demonstrate proficiency in the use of energy and focus and space in combinations of steps for center work by completion of prescribed activities emphasizing turns, spotting, and timing.
- *W.005 Demonstrate a sense of good line and correct body alignment, along with proper breathing, focus of energy, and musicality, by performing prescribed allegro exercises which emphasize precision of footwork working toward the qualities of lightness and smoothness.

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X. Aesthetics (advanced technique and appreciation)

- *X.001 Demonstrate a sense of good line and correct body alignment, along with proper breathing, focus of energy, and musicality by performing prescribed exercises which call for proficiency in the sense of rhythm and precision (with steps and the music used).
- *X.002 Demonstrate an increased ability to phrase longer combinations (improved movement memory) by performing prescribed excerpts from well-known, teacher-prepared, or guest artist-choreographed ballets.
- *X.003 Demonstrate knowledge of basic choreographic skills by creating and teaching several simple ballet combinations, to instructor's satisfaction.
- *X.004 Demonstrate knowledge of the importance of ballet as a training tool for dancers of any style by identifying the elements of ballet that are inherent in other dance forms.
- *X.005 Demonstrate knowledge of the terminology of classical ballet by completing prescribed written and oral ballet vocabulary activities.
- *X.006 Demonstrate knowledge of the stories of several popular ballets by reading, viewing, and reporting on their stories.
- *X.007 Exhibit the necessary sense of control and discipline of the serious dance student by attending class regularly and punctually, by adhering to the assigned dress code, and by demonstrating an ever-increasing sense of self-discipline, to instructor's satisfaction.

MODERN DANCE (dance majors)

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Y. Technique/Body Alignment and Movement

- *Y.001 Demonstrate competence in movement and improved strength, endurance, body alignment, and flexibility by performing a prescribed modern dance warm-up (including "centering exercises", head circles, arm circles, foot brushes, back stretches, body swings, bounces, sit ups, yoga exercises, etc.).
- *Y.002 Demonstrate the flexibility necessary in modern dance by performing specific modern exercises for developing and combining flexibility, balance, and strength (i.e., contractions and releases, suspensions, side fall, and turning of the legs from parallel to turn-out, etc.).

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Z. Rhythm and Locomotion

- *Z.001 Demonstrate knowledge of the basic means of locomotion in modern dance by performing steps (i.e., prances, walks with and without plies, runs, hops, skips, gallops, side-back-side-front walks with and without plies, leaps, triplets, and tilts, etc.).
- *Z.002 Demonstrate knowledge of the need for rhythmic awareness and control in modern dance by performing activities which vary the pace and rhythm (i.e., clapping and stepping on even beats and with shifting accents and differentiating between double and triple time or using different parts of the body in alternating rhythms, etc.).
- *Z.003 Demonstrate the ability to transfer specific dance steps in longer phrases by remembering and performing simple rhythmic patterns in movement phrases and by creating and presenting short combinations using a variety of spatial levels.

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AA. Aesthetics

- *AA.001 Demonstrate knowledge of the vocabulary of modern dance by successfully completing both written and oral vocabulary assignments.
- *AA.002 Demonstrate skill in the art of modern dance improvisation by successful participation in improvisational groups to create combinations for presentation to the class.
- *AA.003 Demonstrate the basic skills of choreography by successfully participating in both short-term (improvisational) and long-term (rehearsed) choreographic activities both individually and in small groups for class presentation.

ACTING WORKSHOPS (acting majors)

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BB. The Voice

- *BB.001 Demonstrate improved breathing and relaxation techniques by participating in group warm-up sessions which include relaxation, concentration, diaphragmatic breathing, sound production, and articulation exercises.
- *BB.002 Demonstrate knowledge of one's individual speech patterns and needs by successful participation in several listening activities and subsequent development a specific set of personal goals for vocal improvement.

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CC. The Body

- *CC.001 Demonstrate an improving ability to relax, concentrate, and focus on a single objective by successful participation in group and individual exercises, pantomimes, and improvisations, for the development of the imagination and sense of spontaneity.
- *CC.002 Demonstrate increasing self-awareness as it affects stage fright and stage presence through prescribed rehearsal activities on focus and concentration.
- *CC.003 Demonstrate proficiency in the arts of pantomime and improvisation as acting tools for increasing focus and concentration.
- *CC.004 Demonstrate knowledge of the importance of sensory and emotional responsiveness as an actor's resource by successful participation in improvisational and directed sensory and emotional memory-stimulated activities.
- *CC.005 Demonstrate knowledge of the role that improvisation plays as a tool for both spontaneity and increased insight into characterization by practicing improvisational rehearsal techniques while rehearsing specific teacher-directed scenes.
- *CC.006 Demonstrate knowledge that quiet concentration and deliberate action are stronger than excessive theatrics by analyzing and describing/discussing both good and bad examples.

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DD. The Stage

- *DD.001 Demonstrate knowledge of the basic elements of blocking (stage areas, varied levels, shifting focus, body positions, etc.) through successful completion of prescribed activities.

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EE. The Script

- *EE.001 Demonstrate knowledge of the following concepts of scene study:
 - *EE.001a Dividing a scene into beats (work units or emotional builds);
 - *EE.001b Playing actions and objectives;
 - *EE.001c Using basic verbs to delineate objectives;
 - *EE.001d Utilizing basic techniques for realistic character creation;
 - *EE.001e Searching for and using sub-text as an aid to character development.
- *EE.002 Demonstrate knowledge of the structured process for creating a character's internal and external qualities.
- *EE.003 Demonstrate knowledge of the types of internal qualities involved in characterization (i.e., background, mental characteristics, inner qualities, and emotional characteristics and drives).
- *EE.004 Demonstrate knowledge of the types of external qualities to look for when creating a character (i.e., posture, movement and gesture, mannerisms, voice, and dress).
- *EE.005 Demonstrate knowledge of the fact that an actor's movement, postural alignment, and carriage can aid and/or hinder character development.
- *EE.006 Demonstrate knowledge of how important a character's motivation desire (i.e., what a character wants and how far he/she will go to get it) is to the success of the portrayal.
- *EE.007 Demonstrate the ability as an actor to make choices of character portrayal which are creative yet consistent with the script.

STAGECRAFT-DESIGN AND THE SCRIPT

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FF. The Design Process/Production

- *FF.001 Demonstrate knowledge of the importance of a designer's role in working with the director throughout the project in terms of the overall concept of production by meeting with area directors and designers and analyzing and reporting on various regional productions.
- *FF.002 Demonstrate knowledge of the importance/necessity of keeping designs within budget by meeting with area producers, directors, and designers to discuss budget constraints and analyzing and reporting on various home school or regional productions.
- *FF.003 Demonstrate knowledge of technical theater hierarchy through analysis of and successful participation in crew assignments and responsibilities during the production process in a home school or regional production.

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GG. The Design Process/The Script

- *GG.001 Demonstrate knowledge of the importance of script analysis before beginning the design process through prescribed activities, including analysis of two scripts in terms of design needs through viewing and reporting on two regional productions in terms of compatibility of design and script.
- *GG.002 Demonstrate knowledge that all designs need to be in keeping with the intent, the historical period, the style, and the mood of the script by analyzing at least two scripts.
- *GG.003 Demonstrate knowledge that the colors used in design must also be in keeping with the mood and intent of the script by viewing and critiquing area productions in terms of the designer's use of color as a means of enhancing the script through successful participation in group and individual activities which require the development of color schemes for student-designed sets.

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HH. Set Design/The Process

- *HH.001 Demonstrate knowledge of the technical process from design to completion by meeting with area designers and technical directors to discuss their view of this process, by visiting the shops of area production companies to view the evolution of scenery from design to completed execution, and by successfully working on the technical crew of a home school/regional production.
- *HH.002 Demonstrate knowledge of the different types of drawing for design by completing written activities which require the proper identification of major types of design drawings as well as activities which require actually executing the drawing.
- *HH.003 Demonstrate knowledge of the major styles of set design by completing written activities which require the proper identification of styles of set design and by identifying the styles of sets in various photographs, videos, and area productions.
- *HH.004 Demonstrate knowledge of how different types of theatres and stages have different requirements by visiting area theatres specifically to observe the needs of these spaces in terms of design and by successfully participating in group activities to develop design concepts for the same script in at least two different kinds of theatre spaces.
- *HH.005 Gain practical experience in the construction techniques introduced in "Introduction to Stagecraft" by successfully participating on the construction crew of a home school/regional production.

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II. Other Areas of Design

- *II.001 Demonstrate proficiency in at least one other area of design (i.e., lighting, costume, makeup, properties, sound, etc.) in terms of each of the areas explained for set design by successfully participating in the design process in that area for at least one home school/regional production.
- *II.002 Demonstrate knowledge that all of the technical areas of theatrical production need to complement one another in style and purpose by attending a full production staff meeting of an area theatre company while production of a particular script is being discussed and attending meetings of the designers and crew of a home school production, submitting a report of findings.